

IHE Master's Performance Report

Western Carolina University

2013 - 2014

Overview of Master's Program

Western's Master programs leading to professional education licensure include: [MAEd](#) in Comprehensive Education (with concentrations in elementary, middle grades, special education, social sciences, English, biology, and art) and School Counseling; [MAT](#) in Comprehensive Education (with concentrations in special education, social sciences, English, biology, and art); [SSP](#) in School Psychology (NASP approved); [MS](#) in Communication Science and Disorders; and [MSW](#) in Social Work. All programs are located in the College of Education and Allied Professions and Graduate School except for the MS in Communication Science and Disorders and the MSW in Social Work, which are both located in the College of Health and Human Sciences (and Graduate School). The MAEd program in Comprehensive Education is designed for experienced educators. The other Masters degrees are for entry-level educators although they meet advanced competencies for licensure. All programs require baccalaureate degrees from accredited institutions and applicants must meet the [graduate school admission requirements](#). Some have additional requirements such as current licenses, portfolios, interviews, and writing samples. All have clinical components including a culminating internship and all require a culminating demonstration of competencies such as a portfolio and/or a written comprehensive examination. All programs are aligned with state-approved guidelines and competencies. All programs are available to students on a fulltime or part-time basis. Some programs are available in their entirety in Cullowhee and in Asheville, while others are available only in part in Asheville. The MAEd and MAT in Special are offered completely online. Beginning in the fall of 2014, the MAEd in Elementary and Middle Grades will also be fully online. Two of the programs, School Counseling and Communication Science and Disorders, have capped enrollments and are accredited by the relevant specialty area association, the Council for Accreditation of Counseling and Related Programs (CACREP) and the American Speech-Language-Hearing Association (ASHA) respectively. Both agencies conduct on-site reviews. Faculty members in all of the programs have graduate faculty status and are active in their respective areas. Teaching formats include a wide range from traditional classroom face-to-face, online, and hybrid courses. Some programs offer weekend formats, compressed formats, special scheduling, and back-to-back course scheduling.

Special Features of Master's Program

General characteristics of the Masters Program are discussed in the Overview. Special features of the Masters programs will focus on the MAT and the MAEd in Comprehensive Education. The Master of Arts in Teaching was developed for individuals with non-professional education degrees who aspire to an advanced degree leading to teaching licensure. The MAT in Comprehensive Education includes five concentrations

with a common core of professional studies and requires 36-51 semester hours. The MAT has been revised to reflect both the NC Professional Teaching Standards for initial licensure and the NC Graduate Standards for Teacher Candidates at the advanced level. Advisors in content areas determine the relevant courses needed at the graduate level based on undergraduate experience making each degree individually tailored. Some students may need undergraduate prerequisite courses. The MAT requires clinical experience based on the experience and circumstances of the individual (e.g., documentation of prior teaching experience, lateral entry status). All students are required to demonstrate achievement of advanced competencies with a portfolio including advanced proficiency in clinical experiences. Often, individuals participating in the alternative licensure program pursue the MAT. The MAT in Special Education is completely online. The Master of Arts in Education in Comprehensive Education has undergone a complete restructuring and also now fully online, and includes 30 hours of coursework. During program prioritization on Western's campus, the MAEd was placed in category three, mainly due to decreasing enrollment. This ranking required a comprehensive action plan which was completed and approved during the 2013-2014 academic year, and is now awaiting GA approval. The MAEd program was originally built upon the core propositions of the National Board for Professional Teaching Standards and designed to lead to National Board Certification. Currently, and was later revised to reflect the new NC Graduate Standards for Teacher Candidates. The current MAEd in Comprehensive Education shares a common core with courses in assessment, diversity/differentiation, leadership and research. Technology is a common thread throughout the program goals. Seven concentrations are offered, including elementary, middle grades, art, English, social sciences, biology, and special education (with emphases in adaptive or general curriculum). In the revised and online MAEd, middle grades students will concentrate in language arts/literacy, while those in elementary may choose between literacy and academically or intellectually gifted. (AIG).

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	108
	Other	1	Other	2
	Total	21	Total	116
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	114
	Other		Other	1
	Total	26	Total	122
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation: We have no current plans of study for licensure programs at the graduate level.		

C. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	3.42
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	297
MEAN GRE Traditional	1,004
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	4.11
NUMBER EMPLOYED IN NC SCHOOLS	97
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC
Prekindergarten (B-K)				
Elementary (K-6)	2	5		
Middle Grades (6-9)	1	1		
Secondary (9-12)	3	9		
Special Subject Areas (K-12)	1	8		
Exceptional Children (K-12)	3	44		
Vocational Education (7-12)				
Special Service Personnel	37	8		
Total	47	75		
Comment or Explanation: The Educational Leadership includes the superintendent license for our EdD candidates.				

E. Scores of program completers on professional and content area examinations.

	2012 - 2013 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
ESL	1	*
MG-Math	1	*
MG-Social Studies	1	*
Spec Ed: Adapted Curriculum	4	*
Spec Ed: General Curriculum	4	*
Institution Summary	11	91
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	8	5	1			2
Masters-First Awarded	2	1	1		1	1
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	8	9	10	4	1	3
Masters-First Awarded		4		3	2	1
G Licensure Only						
Comment or Explanation: One person with a first awarded license took greater than 9 semesters to complete while 10 people with a Masters upgrade took more than 9 semesters to complete their programs.						